

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-151 Preparation of superintendents.** See RCW ((~~28B.10.410~~)) 28B.10.140 and 28A.400.010.

AMENDATORY SECTION (Amending WSR 07-23-046, filed 11/14/07, effective 12/15/07)

**WAC 181-78A-270 Approval standard--Knowledge and skills.** Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 181-78A-220(5):

(1) **TEACHER.** Colleges and universities may permit individuals accepted into teacher preparation programs before August 31, 2009, to obtain certification by meeting requirements under the previous knowledge and skills standards if the individuals complete the program on or before August 31, 2011, and the college or university verifies program completion to the superintendent of public instruction on or before December 31, 2011.

**Knowledge of subject matter and curriculum goals**

(a) Teacher candidates positively impact student learning that is:

(i) **Content driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.

(ii) **Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress toward meeting them.

(iii) **Integrated across content areas.** All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.

**Knowledge of teaching**

(b) Teacher candidates positively impact student learning that is:

(i) **Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.

(ii) **Intentionally planned.** All students benefit from standards-based planning that is personalized.

(iii) **Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.

(iv) **Informed by technology.** All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

**Knowledge of learners and their development in social contexts**

(c) Evidence of teacher candidate practice reflects planning, instruction and communication that is:

(i) **Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.

(ii) **Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.

(iii) **Family/neighborhood centered.** Student learning is informed by collaboration with families and neighborhoods.

(iv) **Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

**Understanding teaching as a profession**

(d) Teacher candidates positively impact student learning that is:

(i) **Informed by professional responsibilities and policies.** All students benefit from a collegial and professional school setting.

(ii) **Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers.

(iii) **Informed by legal and ethical responsibilities.** All students benefit from a safe and respectful learning environment.

**(2) PRINCIPAL AND PROGRAM ADMINISTRATOR.**

~~((a) Effective August 31, 1997, through August 31, 2004, principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program which shall include:~~

~~(i) Specific performance domains. An approved preparation program shall require the candidate to demonstrate in course work and the internship the following:~~

~~(A) **Leadership:** Formulating goals with individuals or groups; initiating and maintaining direction with groups and guiding them to the accomplishment of tasks; setting priorities for one's school in the context of community and district priorities and student and staff needs; integrating own and others' ideas for task accomplishment; initiating and planning organizational change.~~

~~(B) **Information collection:** Gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members; seeking knowledge about policies, rules, laws, precedents, or practices; managing the data flow; classifying and organizing information for~~

~~use in decision making and monitoring.~~

~~(C) **Problem analysis:** Identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; identifying additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.~~

~~(D) **Judgment:** Reaching logical conclusions and making high quality, timely decisions given the best available information.~~

~~(E) **Organizational oversight:** Planning and scheduling one's own and others' work so that resources are used appropriately, and short-term and long-term priorities and goals are met; monitoring projects to meet deadlines.~~

~~(F) **Implementation:** Making things happen; putting programs and plans into action; applying management technologies; applying methods of organizational change including collaborative processes; facilitating tasks; establishing progress checkpoints; considering alternative approaches; providing "mid-course" corrections when actual outcomes start to diverge from intended outcomes; adapting to new conditions.~~

~~(G) **Delegation:** Assigning projects or tasks together with clear authority to accomplish them and responsibility for their timely and acceptable completion.~~

~~(H) **Instructional program:** Envisioning and enabling instructional and auxiliary programs for the improvement of teaching and learning; recognizing the developmental needs of students; insuring appropriate instructional methods that address students' gender and cultural differences; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.~~

~~(I) **Curriculum design:** Interpreting school district curricula; planning and implementing with staff a framework for instruction that shall include the implementation of the state learning goals and essential academic learning requirements; initiating needs analyses and monitoring social and technological developments as they affect curriculum; responding to international content levels; adjusting content as needs and conditions change.~~

~~(J) **Student guidance and development:** Providing for student guidance, counseling, and auxiliary services; utilizing community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities.~~

~~(K) **Staff development:** Identifying with participants the professional needs of individuals and groups; planning and organizing programs to improve staff effectiveness; supervising individuals and groups; engaging staff and others to plan and participate in recruitment and development; initiating self-development.~~

~~(L) **Measurement and evaluation:** Determining what diagnostic information is needed about students, staff, and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; developing equivalent measures of competence.~~

~~(M) **Resource allocation:** Planning and developing the budget with appropriate staff; seeking, allocating, and adjusting fiscal, human, and material resources; utilizing the physical plant; monitoring resource use and reporting results.~~

~~(N) **Motivating others:** Building commitment to a course of action; creating and channeling the energy of self and others; planning and encouraging participation; supporting innovation; recognizing and rewarding effective performance; providing coaching, guidance, or correction for performance that needs improvement; serving as a role model.~~

~~(O) **Sensitivity:** Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural sensibilities.~~

~~(P) **Oral expression:** Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing, and summarizing for groups; utilizing appropriate communicative aids; adapting for audiences.~~

~~(Q) **Written expression:** Expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; preparing brief memoranda.~~

~~(R) **Philosophical and cultural values:** Acting with a reasoned understanding of the role of education in a democratic society and in accord with accepted ethical standards; recognizing philosophical and historical influences in education; reflecting an understanding of American culture, including current social and economic issues related to education; recognizing global influences on students and society.~~

~~(S) **Legal and regulatory applications:** Acting in accordance with relevant federal and Washington state laws, rules, and policies; recognizing governmental influences on education; working within local rules, procedures, and directives; administering contracts.~~

~~(T) **Policy and political influences:** Identifying relationships between public policy and education; recognizing policy issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.~~

~~(U) **Public and media relationships:** Developing common perceptions about school issues; interacting with parental and community opinion leaders; understanding and responding skillfully to the electronic and printed news media; initiating and reporting news through appropriate channels; enlisting public participation; recognizing and providing for market segments.~~

~~(ii) Performance assessment. An approved preparation program~~

~~for principals shall require that prior to the internship each candidate shall engage in a performance assessment through a process determined by each preparation program. The results of this assessment shall be utilized by the college/university supervisor, the cooperating principal, and the principal candidate to cooperatively design the internship plan.~~

~~(b) Effective September 1, 2004,))~~ Principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

~~((+i))~~ (a) Successful demonstration of standards. A school administrator is an educational leader who promotes the success of all students by:

~~((+A))~~ (i) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

~~((+B))~~ (ii) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

~~((+C))~~ (iii) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

~~((+D))~~ (iv) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

~~((+E))~~ (v) Acting with integrity, fairness, and in an ethical manner; and

~~((+F))~~ (vi) Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

~~((+ii))~~ (b) Performance assessment.

(i) An approved preparation program for principals and program administrators shall require that prior to the internship each candidate shall engage in a performance assessment through a process determined by each preparation program. The results of this assessment shall be utilized by the college/university supervisor, the cooperating principal, and the principal or program administrator candidate to cooperatively design the internship plan.

(ii) An approved preparation program for principals shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

(3) **SUPERINTENDENT.** Superintendent candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program for superintendents which shall include specific performance domains for superintendents. An approved

preparation program for superintendents shall require the candidate to demonstrate in course work and the internship the following:

(a) **Strategic leadership:** The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities. This includes:

(i) Professional and ethical leadership.

(ii) Information management and evaluation.

(b) **Instructional leadership:** The knowledge, skills and attributes to design with others appropriate curricula and instructional programs which implement the state learning goals and essential academic learning requirements, to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction. This includes:

(i) Curriculum, instruction, supervision, and learning environment.

(ii) Professional development and human resources.

(iii) Student personnel services.

(c) **Organizational leadership:** The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures. This includes:

(i) Organizational management.

(ii) Interpersonal relationships.

(iii) Financial management and resource allocation.

(iv) Technology and information system.

(d) **Political and community leadership:** The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs. This includes:

(i) Community and media relations.

(ii) Federal and Washington state educational law, public policy and political systems.

~~(4) SCHOOL COUNSELOR. ((Effective August 31, 1997 through August 31, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:~~

~~(a) Human growth and development (studies that provide an understanding of the nature and needs of individuals at all developmental levels).~~

~~(b) Social and cultural foundations (studies that provide an understanding of issues and trends in a multicultural and diverse~~

society).

~~(c) Helping relationships (studies that provide an understanding of counseling and consultation processes).~~

~~(d) Group work (studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches).~~

~~(e) Career and lifestyle development (studies that provide an understanding of career development and related life factors).~~

~~(f) Appraisal (studies that provide an understanding of individual and group approaches to assessment and evaluation), including assessment of the state learning goals and essential academic learning requirements.~~

~~(g) Research and program evaluation (studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research).~~

~~(h) Professional orientation (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing).~~

~~(i) Foundations of school counseling including:~~

~~(i) History, philosophy, and trends in school counseling;~~

~~(ii) Role and function of the school counselor in conjunction with the roles of the professional and support personnel in the school;~~

~~(iii) Knowledge of the school setting and curriculum including the state learning goals and essential academic learning requirements;~~

~~(iv) Ethical standards and guidelines of the American School Counselor Association (ASCA);~~

~~(v) State and federal policies, laws, and legislation relevant to school counseling; and~~

~~(vi) Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling.~~

~~(j) Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community including:~~

~~(i) Referral of children and adolescents for specialized help;~~

~~(ii) Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives;~~

~~(iii) Methods of integration of guidance curriculum in the total school curriculum;~~

~~(iv) Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; and~~

~~(v) Methods of planning and presenting guidance-related educational programs for school personnel and parents.~~

~~(k) Theory, knowledge and skills for the practice of school counseling including:~~

~~(i) Program development, implementation and evaluation. Studies in this area include:~~

~~(A) Use of surveys, interviews, and needs assessments;~~

~~(B) Design, implementation and evaluation of a comprehensive,~~

~~developmental school program;~~

~~(C) Implementation and evaluation of specific strategies designed to meet program goals and objectives;~~

~~(D) Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program; and~~

~~(E) Use of appropriate technology and information systems.~~

~~(ii) Counseling and guidance. Studies in this area include:~~

~~(A) Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents;~~

~~(B) Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks;~~

~~(C) Approaches to peer helper programs;~~

~~(D) Issues which may affect the development and function of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout);~~

~~(E) Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, career and technical education, and career options);~~

~~(F) Crisis intervention and referral; and~~

~~(G) System dynamics, including family, school, community, etc.~~

~~(iii) Consultation. Studies in this area shall include:~~

~~(A) Methods of enhancing teamwork within the school community;~~  
and

~~(B) Methods of involving parents, teachers, administrators, support staff and community agency personnel.~~

~~(5) SCHOOL COUNSELOR. Effective September 1, 2005,)) School counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:~~

~~(a) **Successful demonstration of standards:**~~

~~(i) **Foundations of the school counseling profession:** Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.~~

~~(ii) **School counseling and student competencies:** Certified school counselors integrate academic, career, and personal/social student competencies, including Washington state learning goals and essential academic learning requirements, into the school counseling program; teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living, and working; and provide information about best practices to a school community.~~

~~(iii) **Human growth and development:** Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning, well-being, and to~~

enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among subgroups of students.

(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Collaboration with school staff, family, and community:** Certified school counselors work collaboratively with school staff, families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

(viii) **Information resources and technology:** Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and skillfully use technology to enhance communication.

(ix) **Student assessment and program evaluation:** Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

(x) **Leadership and advocacy:** Certified school counselors support practices and policies that promote academic rigor-skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with

knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

(b) **Performance assessment.** An approved preparation program for school counselors shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

~~((+6)) (5) SCHOOL PSYCHOLOGIST. ((Effective August 31, 1997, through August 31, 2005, school psychologist candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:~~

~~(a) Knowledge of the field. The candidate has knowledge and skill in relevant fields of study, including:~~

~~(i) Learning theory.~~

~~(ii) Personality theory and development.~~

~~(iii) Individual and group testing and assessment.~~

~~(iv) Individual and group counseling and interviewing theory and techniques.~~

~~(v) Basic statistics.~~

~~(vi) Child development.~~

~~(vii) Exceptional children.~~

~~(viii) Social and cultural factors.~~

~~(ix) Deviant personality.~~

~~(x) Curriculum, including the state learning goals and essential academic learning requirements.~~

~~(xi) Research design.~~

~~(xii) Physiological and biological factors.~~

~~(b) Assessment and diagnosis. The candidate has knowledge and skill necessary to select, administer, score, and interpret instruments and techniques in the following areas:~~

~~(i) Intellectual and cognitive assessment.~~

~~(ii) Individual and group academic skills: Standardized norm-referenced and criteria-referenced measurements and curriculum-~~

~~based measurements.~~

~~(iii) Personality assessment.~~

~~(iv) Assessment of perceptual skills.~~

~~(v) Assessment of adaptive behavior; assessment of language skills.~~

~~(c) Behavioral observation and analysis. The candidate has knowledge and skill in behavior observation, including:~~

~~(i) Data taking.~~

~~(ii) Frequency measures.~~

~~(iii) Qualitative and quantitative analysis of classroom behavior.~~

~~(iv) Developmental and personality analysis, including perceptual, cognitive, social, and affective and language development in children.~~

~~(d) Counseling and interviewing. The candidate has the knowledge and skill necessary to:~~

~~(i) Provide individual and group counseling to students and parents.~~

~~(ii) Conduct interviews essential to information collecting from parents, teachers, and other professionals.~~

~~(e) Program development. The candidate has the knowledge and skill to make educational prescriptions, including specification of remedial environmental changes, both curricular and behavioral, for a particular student.~~

~~(f) Consultation. The candidate has the knowledge and skill to:~~

~~(i) Function on multidisciplinary teams in evaluating and placing students.~~

~~(ii) Confer with and make recommendations to parents, specialists, teachers, referral personnel, and others relative to student's characteristics and needs in the educational and home environments.~~

~~(g) Program evaluation and recordkeeping. The candidate has the knowledge and skill necessary to develop and implement program evaluation and maintain required records.~~

~~(h) Professionalism. The candidate has knowledge of professional standards regarding ethical and legal practices relevant to the practice of school psychology. The candidate demonstrates knowledge and skill in written and oral reporting of assessment and remedial recommendations which will meet ethical and legal standards.~~

~~(i) Research. The candidate has knowledge and skill to:~~

~~(i) Evaluate and perform research.~~

~~(ii) Apply school-oriented research.~~

~~(iii) Construct criterion-referenced instruments with reference to such educational decisions as:~~

~~(A) Retention in grade.~~

~~(B) Acceleration and early entrance.~~

~~(C) Early entrance.~~

~~(7) **School psychologist.** Effective September 1, 2005,))~~  
School psychologist candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning

opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **Data-based decision making and accountability:** Certified school psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, evaluate the outcomes of services; and data-based decision making permeates every aspect of professional practice.

(ii) **Consultation and collaboration:** Certified school psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

(iii) **Effective instruction and development of cognitive/academic skills:** Certified school psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; collaborate with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions, including, but not limited to, instructional interventions and consultation.

(iv) **Socialization and development of life skills:** Certified school psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills; collaborate with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions, including, but not limited to, consultation, behavioral assessment/intervention, and counseling.

(v) **Student diversity in development and learning:** Certified school psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

(vi) **School and systems organization, policy development, and climate:** Certified school psychologists have knowledge of general education, special education, and other educational and related services; understanding of schools and other settings as systems;

work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

(vii) **Prevention, crisis intervention, and mental health:** Certified school psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

(viii) **Home/school/community collaboration:** Certified school psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

(ix) **Research and program evaluation:** Certified school psychologists have knowledge of research, statistics, and evaluation methods; evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

(x) **School psychology practice and development:** Certified school psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards, including the Washington Administrative Code; practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

(xi) **Information technology:** Certified school psychologists have knowledge of information sources and technology relevant to their work; access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

(b) **Performance assessment.** An approved preparation program for school psychologists shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

~~((8) SCHOOL SOCIAL WORKER. Effective August 31, 1997, through August 31, 2005, school social worker candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:~~

~~(a) Knowledge for social work practice. The candidate has knowledge and skills in relevant fields of study including:~~

- ~~(i) Values.~~
  - ~~(A) Knowledge of profession including values, skills, and ethics; and~~
  - ~~(B) National Association of Social Workers (NASW) Code of Ethics and school social work guidelines for practice.~~
- ~~(ii) Human behavior and the social environment.~~
  - ~~(A) Community theory and community change (e.g., community organization and development, social planning, networking, and case management);~~
  - ~~(B) Systems and organizational theory (e.g., school as a bureaucracy);~~
  - ~~(C) Social disorganization (e.g., poverty, family and community violence, unemployment, addictions, multiple losses), and context of family in a changing society;~~
  - ~~(D) Family dynamics and theories of family therapy;~~
  - ~~(E) Human/child growth and development;~~
  - ~~(F) Diverse populations of: Race, culture, social class, life style, age, gender and the disabled;~~
  - ~~(G) Theories of personality; and~~
  - ~~(H) Use of computer technology for social work practice.~~
- ~~(b) Service delivery and program development. The candidate will have knowledge and skills in the following activities:~~
  - ~~(i) Direct practice.~~
    - ~~(A) Referring, developing, and coordinating resources and services in the local education agency and community;~~
    - ~~(B) Knowledge and skills related to families;~~
    - ~~(C) Case management;~~
    - ~~(D) Working with vulnerable and "hard to reach" individuals and families, including those from diverse populations;~~
    - ~~(E) Crisis intervention, conflict resolution, stress management and decision-making skills;~~
    - ~~(F) Individual and group counseling to improve students' self-knowledge and interactional skills for personal empowerment;~~
    - ~~(G) Interviewing and counseling students in relation to social-personal problems adjudged to be impairing student's ability to learn;~~
    - ~~(H) Family interventions including parent education; referral to resources; family counseling;~~
    - ~~(I) Teaching children communication and interpersonal relationship skills through individual/group/classroom interventions;~~
    - ~~(J) Collaborating and consulting with parents and community to assure readiness to learn for all students;~~
    - ~~(K) Multidimensional assessment of student's social-emotional adjustment, adaptive behaviors, individual strengths, and environmental assets;~~
    - ~~(L) Intervention case planning processes; and~~
    - ~~(M) Career and academic guidance to students in their school to work transitions.~~
  - ~~(ii) Indirect practice.~~
    - ~~(A) Liaison and facilitator between and among home, school and community;~~
    - ~~(B) Collaborate and consult with other educational staff to~~

~~assure student progress;~~

~~(C) Use computer technology for practice and efficiency;~~

~~(D) Develop strategies for increased parental and community involvement with the school;~~

~~(E) Develop programs of remediation for students and their families;~~

~~(F) Design, coordinate and facilitate programs such as suicide prevention, truancy and drop-out prevention, and prevention of teenage pregnancy;~~

~~(G) Provide staff development programs;~~

~~(H) Work collaboratively with educational staff to develop programs to address school-community identified needs; and~~

~~(I) Function as change agents.~~

~~(c) Research and evaluation. The candidate will have necessary skills and knowledge to:~~

~~(i) Collect and interpret data in order to evaluate student, school, and community needs;~~

~~(ii) Evaluate own practice;~~

~~(iii) Become consumer of research findings;~~

~~(iv) Understand use of program evaluation methods; and~~

~~(v) Utilize computer technology for research and evaluation.~~

~~(d) Context for educational system. The candidate will have necessary knowledge and skills to apply the following:~~

~~(i) State learning goals and essential academic learning requirements;~~

~~(ii) Theories of learning;~~

~~(iii) School law and professional ethics;~~

~~(iv) Computer technology in the workplace; and~~

~~(v) Understanding of policies, laws, and procedures.~~

~~(9)) (6) SCHOOL SOCIAL WORKERS. ((Effective September 1, 2005,))~~

School social worker candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **Core concepts and professional practice foundations:** The certified school social worker understands and applies the core concepts, tools of inquiry, theories, and skills and values of the general field of social work to the educational system; relates these core concepts to the Washington state learning goals, essential academic learning requirement (EALRS), Revised Code of Washington (RCW), Washington Administrative Code (WAC) and the Individuals With Disabilities Education Act (IDEA); and utilizes these constructs to facilitate the educational, social and emotional development of students by working towards reducing the impact of nonacademic barriers to academic success.

(ii) **Planning, ecological assessment and evaluation:** The certified school social worker understands and knows how to apply various formal and informal assessment tools to identify student, family, school and community needs using a strengths and systems perspective; engage students (individually or in groups), families,

school staff and/or the larger community in designing interventions and developing programs, which bolsters the strengths and meets the needs identified; uses best practices in evaluation criteria to monitor the success of the intervention; revisions to the intervention plan are based on systematic data collection; and to utilize the principles of research design and program evaluation to improve student learning outcomes.

(iii) **Prevention/intervention services:** The certified school social worker has knowledge of and ability to provide prevention education and skill building in such areas as violence, mediation, bullying, substance misuse and abuse, conflict resolution/management, and stress management; provide direct intervention services to students through crisis management, case management, counseling, skill building, behavior management, teaching of psycho-educational curriculums, personal development skills and classroom presentations; and provide both prevention and intervention services to students individually, in small group or classroom settings as well as with students' families.

(iv) **Home, school and community consultation and collaboration:** The certified school social worker understands and has the ability to develop consultative and collaborative relationships both individually and on a systemic level with students, colleagues, families and the community to support students' learning and social/emotional development; assist students and their families in networking with various social support systems in order to benefit student learning; and use their extensive knowledge of community resources to appropriately refer students and families to various community services.

(v) **Advocacy and facilitation:** The certified school social worker understands and has the ability to advocate and facilitate changes that empower students, families, educators and others to gain access to and effectively use school and community resources.

(vi) **Diversity and school climate:** The certified school social worker understands how a student's learning is influenced and impacted by culture, family dynamics, community values, individual learning styles, talents, gender, sexual orientation, language, prior learning, economics and disabilities; utilize this knowledge to design, implement and evaluate programs that enhance student learning and social interaction in school, family and community settings; and how to create and support a safe, nurturing and secure learning environment by designing and using strategies to prevent or resolve ecological barriers that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Professional development:** The certified school social worker understands and values the need for professional development and is able to use supervision, consultation, collaboration, continuing education and professional research to evaluate and enhance their practice.

(viii) **Information resources and technology:** The certified school social worker uses informational resources and technology to communicate, monitor student progress and evaluate programs; and

access, appraise and utilize information sources and technology in ways that safeguard and enhance their quality of services.

(ix) **Professional code of conduct and ethics:** The certified school social worker understands, maintains and applies the professional codes of conduct and ethical practice guidelines embodied in the National Association of Social Work (NASW) code of ethics and School Social Work standards developed for the field of education; and are familiar with district, state and federal laws and policies relevant to the educational setting.

(b) **Performance assessment.** An approved preparation program for school social workers shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

AMENDATORY SECTION (Amending WSR 07-04-004, filed 1/24/07, effective 2/24/07)

**WAC 181-78A-505 Overview--Teacher professional certificate program.** (1) By September 1, 2001, all colleges, universities or educational service districts offering a professional certificate program must be in compliance with the new program standards.

(2) To obtain a professional certificate, the residency teacher will need to complete a professional educator standards board-approved professional certificate program collaboratively developed by a college, university or educational service district and the professional educational advisory board (PEAB).

(3)(a) Prior to full admission to a professional certificate program, excluding the preassessment seminar, the candidate shall complete provisional status with a school district under RCW 28A.405.220, or the equivalent with a (~~(professional educator standards board-approved)~~) state board of education-approved private school or state agency providing educational services for students.

(b) The candidate may be fully admitted to the professional certificate program, prior to completion of provisional status, if the candidate provides to the program a letter from the candidate's employing school district, private school, or state agency providing educational services for students, documenting the employer's support for the candidate's full admission to the professional certificate program.

(4) The professional certificate requires successful demonstration of three standards (effective teaching, professional development, and professional contributions) and 12 criteria, pursuant to WAC 181-78A-540, related to these standards. Wherever

appropriate, the residency teacher will need to provide evidence that his/her teaching has had a positive impact on student learning as defined in WAC 181-78A-010(8).

(5)(a) The candidate and college, university or educational service district shall develop an individual professional growth plan to be reviewed and agreed upon after input from and consultation and collaboration (WAC 181-78A-010(9)) with his/her professional growth team.

(b) The individual professional growth plan will be based on an analysis of the student/learning context in that teacher's assignment and a preassessment of that teacher's ability to demonstrate the standards and criteria set forth in WAC 181-78A-540.

(c) The individual professional growth plan shall include instruction and assistance components for each residency teacher. The instruction and assistance components will be designed to give the residency teacher the necessary knowledge and skills needed to demonstrate successfully the standards and criteria set forth in WAC 181-78A-540.

(6) The final component of the program will be a culminating assessment seminar in which the residency teacher's ability to demonstrate the standards and criteria cited above will be evaluated. These assessments shall include multiple forms of data collected over time, including evidence of positive impact on student learning, where appropriate.

(7) As part of the program development, the college, university or educational service district and the PEAB shall establish criteria and procedures for determining when the residency teacher has successfully completed the program. When the program administrator has verified to the superintendent of public instruction that the candidate has completed the approved program, the state will issue the residency teacher a professional certificate.

AMENDATORY SECTION (Amending WSR 07-19-056, filed 9/14/07, effective 10/15/07)

**WAC 181-78A-509 Overview--Educational staff associate--School counselor/school psychologist/school social worker professional certificate programs.** By September 1, 2008, all colleges and universities offering ESA professional certificate programs must be in compliance with the new program standards. To obtain a professional ESA certificate, individuals will need to hold a valid ESA residency certificate, be employed in his/her ESA role in a public school district, (~~((professional educator standards board-approved))~~) state board of education-approved private school or state agency providing educational services for students, and complete a professional educator standards board-approved

professional ESA certificate program in his/her ESA role.

(1) The professional certificate requires successful demonstration of the ESA role standards at the professional certificate benchmark levels, or above, and the candidate will need to provide evidence that he/she has had a positive impact on student learning.

(2) The candidate shall develop an individual professional growth plan to be approved by the professional education advisory board (PEAB) or the professional growth team (PGT). The individual growth plan shall be based on an assessment of the candidate's ability to demonstrate standards at the professional benchmark level and evidence of a positive impact on student learning.